

**Texas Education Agency  
Standard Application System (SAS)**

<b>2016–2020 Texas Title I Priority Schools (TTIPS), Cycle 5</b>		
<b>Program authority:</b>	P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)	<b>FOR TEA USE ONLY</b> Write NOGA ID here:
<b>Grant Period</b>	February 1, 2017, to July 31, 2020, pending future federal allocations	
<b>Application deadline:</b>	5:00 p.m. Central Time, September 15, 2016	
<b>Submittal Information:</b>	<p><b>Three</b> complete copies of the application, printed on one side only. All copies must have an original signature (blue ink preferred) of the person authorized to bind the applicant in a contract. Applications must be received no later than the aforementioned time and date at this address:</p> <p style="text-align: center;">Document Control Center, Division of Grants Administration Texas Education Agency, 1701 North Congress Ave Austin, TX 78701-1494</p>	
<b>Contact Information:</b>	Leticia Govea: leticia.govea@tea.texas.gov; (512) 463-1427	

**Schedule #1—General Information**

**Part 1: Applicant Information**

Organization name	County-District #	Campus name/# 031913041	Amendment #
Santa Maria ISD	031913	Santa Maria Middle School	
Vendor ID #	ESC Region #	DUNS #	
1746002267	1	836341222	
Mailing address		City	State      ZIP Code
P.O. Box 448		Santa Maria	TX      78592

**Primary Contact**

First name	M.I.	Last name	Title
Maria	J	Chavez	Superintendent
Telephone #	Email address		FAX #
956-565-6308	mchavez@smisd.net		956-565-4422

**Secondary Contact**

First name	M.I.	Last name	Title
Michael		Abeyta	Principal
Telephone #	Email address		FAX #
956-565-6309	mabeyta@smisd.net		956-565-6720

**Part 2: Certification and Incorporation**

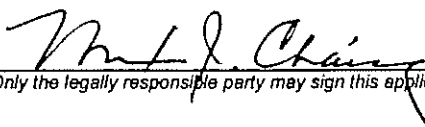
I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

**Authorized Official:**

First name	M.I.	Last name	Title
Maria	J	Chavez	Superintendent
Telephone #	Email address		FAX #
956-565-6308	mchavez@smisd.net		956-565-4422

Signature (blue ink preferred)

Date signed

  
Only the legally responsible party may sign this application.

9/27/16

701-16-105-049

**Schedule #1—General Information**

County-district number or vendor ID: 031913

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application. For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See important Note for Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 031913

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant		

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 031913

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**

I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that, if it receives these program funds to serve one or more campuses, it will ensure each campus receives all of the state and local funds it would have received in the absence of these program funds. As a result, an LEA must provide the TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and these program funds must supplement the <i>amount</i> of those non-Federal funds. Note, however, that the campus does not need to demonstrate that these program funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
4.	The applicant provides assurance that the education program described below is unique to the applicant LEA and the eligible campus for which the application is being submitted. An applicant that plagiarizes or copies any other application does not meet this standard and will be disqualified.
5.	The LEA provides assurance that it will meet the following federal requirements: <ol style="list-style-type: none"> <li>1. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics, measure progress on the leading indicators in section III of the final requirements and establish goals to hold schools receiving school improvement funds accountable.</li> <li>2. If it implements a restart model in a school, hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements, and it includes these terms in its contract or provisions.</li> <li>3. Monitor and evaluate the actions a school has taken, as outlined in the approved TTIPS application, to recruit, select and provide oversight to external providers to ensure their quality.</li> <li>4. Monitor and evaluate the actions schools have taken, as outlined in the approved TTIPS application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools to sustain progress in the absence of TTIPS funding.</li> <li>5. Report school-level data to the SEA required under section III of the final requirements, and included in the Program Guidelines of this RFA.</li> </ol>
6.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.
7.	The LEA/campus provides assurance that if it selects to implement the <b>Transformation Model</b> , the campus will meet all of the following federal requirements: <ol style="list-style-type: none"> <li>1. Develop and increase teacher and school leader effectiveness. <ol style="list-style-type: none"> <li>(A) Replace the principal who led the school prior to commencement of the transformation model;</li> <li>(B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- <ol style="list-style-type: none"> <li>i. Take into account data on <b>student growth</b> as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and</li> </ol> </li> </ol> </li> </ol>

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	<p>increased high school graduation rates; and</p> <ul style="list-style-type: none"> <li>ii. Uses the definition of <b>student growth</b> as: the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.</li> <li>iii. Are designed and developed with teacher and principal involvement;</li> </ul> <ul style="list-style-type: none"> <li>(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;</li> <li>(D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and</li> <li>(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.</li> </ul> <p>2. Deliver comprehensive instructional reform strategies.</p> <ul style="list-style-type: none"> <li>(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and</li> <li>(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</li> </ul> <p>3. Increase learning time and create community-oriented schools.</p> <ul style="list-style-type: none"> <li>(A) Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas: <ul style="list-style-type: none"> <li>i. Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.</li> <li>ii. Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.</li> <li>iii. Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.</li> </ul> </li> <li>(B) Provide ongoing mechanisms for family and community engagement.</li> </ul> <p>4. Providing operational flexibility and sustained support.</p> <ul style="list-style-type: none"> <li>(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and</li> </ul> <p>Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an education management organization (EMO)).</p>
8.	<p>The LEA/campus provides assurance that if it selects to implement the <b>Texas State-Design Model</b>, the campus will deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an <b>Early College High School (ECHS)</b>. By implementing an ECHS, the LEA/campus is delivering a whole-school reform model that:</p> <ul style="list-style-type: none"> <li>• Improves student academic achievement or attainment</li> <li>• Is implemented for all students in the school</li> <li>• Addresses in a comprehensive and coordinated manner:</li> </ul>

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- improvement in school leadership
- improvement in teaching and learning in academic content areas
- professional learning for educators
- student non-academic supports

In doing so, the LEA/campus will implement the following:

1. Pursue designation as a Texas Early College High School, with a target of earning TEA ECHS designation and full-operation as an ECHS, no later than the start of the second year of the TTIPS grant implementation period; Fall 2017.
2. Provide a rigorous course of study that enables students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum; or an associate's degree; or at least 60 credit hours toward a baccalaureate degree during grades 9-12.
3. Provide college credit earned through the high school years for all students at no cost; including tuition, fees and textbook costs.
4. Develop and increase teacher and school leader effectiveness, in a manner consistent with the requirements of the federal school improvement grant Transformation model. In doing so, the LEA/campus must use rigorous, transparent and equitable evaluation systems for teachers and principals that take into account data on student growth as a significant factor, as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement.
5. While implementing for all students, the program specifically identifies students for more intensive supports. These students include those at-risk for dropping out of school, as defined in Texas state-defined criteria in TEC §29.081, and students historically underrepresented in college courses. In developing and providing the more intensive supports, the LEA/campus will have:
  - (A) Data to identify the population at risk of dropping out of school;
  - (B) Quantitative and qualitative data to identify students least likely to attend college/those historically underrepresented in college courses;
  - (C) Early College brochures in all languages relevant to the school community;
  - (D) Written communication plan for relevant target audiences: parents, community members, school board.

**Adapted from Texas Early College High School Blueprint, Benchmark 1**

6. By the start of TTIPS full-implementation (Fall 2017), the LEA/campus will have key partnerships in place that will enable success as an ECHS. Key partnerships include:
  - (A) Partnership between the school district and an institute of higher education (IHE) that:
    - i. Is marked by a signed Memoranda of Understanding with current signature each year of implementation.
    - ii. Defines the partnership between the LEA/campus and the IHE and addresses topics including, but not limited to: the ECHS location, the allocation of costs for tuition, fees, textbooks, and student transportation;
    - iii. Defines an active partnership between the school district(s) and the IHE(s), which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and
    - iv. Includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.
  - (B) Contract/partner with a Texas ECHS demonstration site or other Texas ECHS that has retained designation for at least the last four consecutive years and assessed as exemplary using the Texas ECHS Blueprint, or other ECHS selected as a match partner site by the TEA.

**Adapted from Texas Early College High School Blueprint, Benchmark 2.**

7. By the start of TTIPS planning/pre-implementation year (February 1, 2017), the LEA and key partners must have developed and be maintaining a leadership team focused on P-16 Leadership Initiatives that meets regularly to address issues of the ECHS design and sustainability. At minimum, the membership shall include the campus principal and individuals with decision-making authority from both the LEA and IHE.

**Adapted from Texas Early College High School Blueprint, Benchmark 3.**

8. Once designated, the LEA/campus will work with a TEA approved Texas ECHS technical

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assistance provider, and fulfill any conditions required to maintain TEA designation status.

9. Provide a curriculum that offers a rigorous and accelerated course of study, in both college-credit bearing courses and preparatory/college readiness courses. Additionally, the program must provide students with the academic, emotional and social supports necessary to be successful in the rigorous course of study. The curriculum and supports must meet the following:
  - (A) Beginning in TTIPS first year of full-implementation (Fall 2017), have curriculum in place that allows all students to graduate high school with at least six semester credit hours toward a baccalaureate degree.
  - (B) By TTIPS second year of full-implementation (Fall 2018), have curriculum in place that enables students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by TAC §4.28); or an associate's degree; or at least 60 credit hours toward a baccalaureate degree during grades 9-12.
  - (C) Possess a written course of study plan showing how students will progress as an ECHS graduate. The plan must provide pathways to a baccalaureate degree and follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual.
  - (D) Beginning in the TTIPS first year of full-implementation, the campus will provide academic supports to the students in the form of: extended learning time sessions for tutoring, advisory and/or college readiness support time built into the program of study, and a college-readiness mentorship program.
  - (E) Beginning in the TTIPS planning/pre-implementation year, the campus will provide social and emotional supports to the students, including: connections to social services, parent outreach and involvement opportunities.
  - (F) Beginning in the TTIPS first year of full-implementation, the campus will provide college awareness and access services to students and families, including: college application assistance, financial aid counseling, college and career counseling.

**Adapted from Texas Early College High School Blueprint, Benchmark 4.**

10. By the TTIPS first year of full-implementation, the campus shall provide for the administration of the Texas Success Initiative (TSI) college placement exam to students in order to assess college readiness, design individual instruction plans, and enable students to begin college courses based on their performance. Fees associated with assessment administrations must be waived/covered for all students.

**Adapted from Texas Early College High School Blueprint, Benchmark 5.**

11. By the start of the TTIPS second year of full-implementation (Fall 2017), the campus will provide a full-day program that operates with:
  - (A) An IHE liaison with decision-making authority who interacts directly and frequently with the campus staff and administrators;
  - (B) A highly qualified teaching staff possessing appropriate level of certification, training and ongoing supports to teach college-bearing courses to high school students.
  - (C) Clear opportunities for students to have regular use (at least six times per school year) of college academic facilities, regardless of early college school site.
  - (D) Opportunities for high school faculty and staff to receive regular training and support; in collaboration with the IHE faculty and staff.

**Adapted from Texas Early College High School Blueprint, Benchmark 6.**

The Texas concept for an Early College High School is fully described in the following resources:

- [Texas Education Agency, Early College High School program](#)
- [Texas Education Code §29.908](#)
- [Texas Administrative Code §4.161](#)
- [19 Texas Administrative Code Chapter 102 Educational Programs Subchapter GG: Commissioner's Rules Concerning Early College Education Program](#)

The applicant provides assurances that the LEA/campus administering the state-design model will apply for Texas ECHS designation, no later than applications are available for schools that wish to be designated for the 2018-2019 school year.

9. The LEA/campus provides assurance that if it selects to implement the **Early Learning Intervention**

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**Model.** the campus will implement in an elementary school and in accordance with the following federal and state requirements:

1. Implement in an elementary school that is eligible under this grant program; further assuring that any student receiving services funded through the grant program is enrolled in the grantee school.
2. Offer full-day kindergarten.
3. Establish or expand a high-quality preschool program. A high-quality program includes structural elements that are evidence-based and nationally recognized as important for ensuring quality. Implementation under this grant program must meet the requirements of a high-quality preschool program, as defined in the U.S. Department of Education's Preschool Development Grants program. Under this definition, program must have:
  - (A) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a state-approved alternative pathway;
  - (B) High-quality professional development for all staff;
  - (C) A child-to-instructional staff ratio of no more than 10 to 1;
  - (D) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications;
  - (E) A full-day program;
  - (F) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
  - (G) Developmentally appropriate, culturally and linguistically responsive curricula, and learning environments that are aligned with the state early learning and development standards for at least the year prior to kindergarten entry;
  - (H) Individualized accommodations and supports so that all children can access and participate fully in learning activities;
  - (I) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;
  - (J) Program evaluation to ensure continuous improvement;
  - (K) On-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development;
  - (L) Evidence-based health and safety standards.
4. Provide educators, including preschool teachers, time for joint planning across grade levels.
5. Replace the principal who led the school prior to the commencement of the early learning model.
6. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that—
  - (A) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
  - (B) Are designed and developed with teacher and principal involvement;
7. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation and completion rates; and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.
8. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain high quality educators.
9. Use data to identify and implement an instructional program that is:
  - (A) Research-based;
  - (B) Developmentally appropriate;
  - (C) Vertically aligned from one grade to the next as well as aligned with State academic standards;
  - (D) Promotes academic content across a range of development: math and science, literacy and language, socio-emotional skills, self-regulation, and executive functions.
10. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

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	<p>11. Provide staff with ongoing, high-quality, job-embedded professional development such as coaching and mentoring that is:</p> <ul style="list-style-type: none"> <li>(A) Aligned with the school's comprehensive instructional program</li> <li>(B) Designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to implement school reform strategies.</li> </ul> <p>12. Operate in compliance with all regulations in the Texas Pre-Kindergarten Guidelines (PKG).</p> <p>13. Utilize Texas State Board of Education approved pre-kindergarten instructional materials.</p> <p>14. Enroll in the Children's Learning Institute (CLI), CLI Engage platform, and utilize the Texas School Ready! child progress monitoring assessments with pre-kindergarten students.</p> <p>If selecting the Early Learning Intervention model and receiving these grant funds to support the implementation, the full-day kindergarten and full-day pre-kindergarten programs must be offered free of charge to all enrolled students.</p>
10.	<p>The LEA/campus provides assurance that if it selects to implement the <b>Turnaround Model</b>, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> <li>1. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates;</li> <li>2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students;             <ul style="list-style-type: none"> <li>(A) Screen all existing staff and rehire no more than 50 percent; and</li> <li>(B) Select new staff</li> </ul> </li> <li>3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school</li> <li>4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;</li> <li>5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;</li> <li>6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards;</li> <li>7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;</li> <li>8. Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:             <ul style="list-style-type: none"> <li>(A) Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.</li> <li>(B) Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.</li> <li>(C) Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.</li> </ul> </li> <li>9. Provide appropriate social-emotional and community-oriented services and supports for students.</li> </ol> <p>If selecting the turnaround model, the applicant agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.</p>
11.	<p>The LEA/campus provides assurance that if it selects to implement the <b>Whole-School Reform Model</b>, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> <li>1. Implement an evidence-based whole-school reform in partnership with a model developer.             <ul style="list-style-type: none"> <li>(A) The model developer is an entity or individual that either has proprietary rights to the</li> </ul> </li> </ol>

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	<p>model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school.</p> <p>2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard, published here:  <a href="http://www2.ed.gov/programs/sif/sigevidencebased/index.html">http://www2.ed.gov/programs/sif/sigevidencebased/index.html</a>          These approved models are supported by:</p> <p>(A) A study of efficacy that meets What Works Clearinghouse evidence standards.</p> <p>(B) A study that shows statistically significant favorable impact on student academic achievement or attainment outcome.</p> <p>(C) A study which used a large sample and multi-site sampling.</p> <p>3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment.</p> <p>4. The whole-school model must implement the model for all students in the school.</p> <p>5. The whole-school model must address at a minimum and in a comprehensive and coordinated manner:</p> <p>(A) School leadership</p> <p>(B) Teaching and learning in at least one full academic content area</p> <p>(C) Non-academic supports for students</p> <p>(D) Family and community engagement</p>
12.	<p>The LEA/campus provides assurance that if it selects to implement the <b>Restart Model</b>, the campus will meet all of the following federal requirements:</p> <p>1. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.</p> <p>2. Select a CMO or EMO using a rigorous review process. This rigorous review process is a determination by the LEA that the CMO is likely to produce strong results for the school as shown through an assessment of schools, currently operated by the CMO or EMO, that have produced strong results over the last three years. This is indicated by:</p> <p>(A) significant improvement in academic achievement</p> <p>(B) success in closing achievement gaps either within a school or relative to other public schools</p> <p>(C) High school graduation rates</p> <p>(D) No significant compliance issues in the areas of civil rights, financial management and student safety.</p> <p>3. Enroll, within the grades it serves, any former student who wishes to attend the school.</p> <p>If selecting the Restart Model, the applicant will contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.</p>
13.	<p>The LEA/campus provides assurance that if it selects to implement the <b>Closure Model</b>, the campus will meet all of the following federal requirements:</p> <p>1. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.</p> <p>A grant for school closure is a one-year grant without the possibility of continued funding.</p>
14.	<p>The LEA/campus provides assurance that is aware that rural LEAs are eligible to propose a modification to an element of the Transformation or Turnaround model. The LEA/campus has examined their eligibility to propose a modification, and assessed best-fit and benefits to proposing a modification.</p> <p>Under federal regulations for this program, a <b>rural LEA applicant</b> may propose to modify one element of the Transformation or Turnaround model, but only in a manner that the modification meets the original intent and purpose of the element and does not eliminate the element from the resulting implementation plan.</p> <p>Applicants eligible to propose a modification are only those identified as eligible for the U.S Department of</p>

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	Education Rural and Low Income program. Eligibility lists are available here: <a href="http://www2.ed.gov/programs/reaprlisp/eligible14/index.html">http://www2.ed.gov/programs/reaprlisp/eligible14/index.html</a>
15.	The applicant provides assurance that student families and the campus community were engaged in planning for the grant application, and the campus/district took action to solicit input from these stakeholders. This input was taken into consideration when selecting the model to implement. If awarded, the applicant commits to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.
16.	The applicant provides assurance that if selected for award, the applicant will fully engage in grant negotiations managed by TEA. If it is determined by TEA that federal requirements will not be met through the proposed program, these negotiations may include additional clarifications and modifications to activities, budget, and performance targets proposed.
17.	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.
18.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.
19.	The applicant provides assurance that it will continue to fully engage in all required elements of Texas Accountability Interventions System (TAIS) framework; regardless of model selected for implementation. All TTIPS grant awarded schools are required to submit an annual improvement plan and quarterly progress reports documenting school's continuous processes around data analysis, needs assessment, planning, implementation and monitoring; as delineated in the TAIS framework. If awarded under this grant opportunity, the applicant also provides assurance that it will engage in necessary effort to align and complement existing school improvement strategies, goals and interventions in their final approved TTIPS grant, in order to effectively deliver a single and comprehensive school improvement plan.
20.	The applicant provides assurance that at the close of the pre-implementation period, it will prepare and submit an Implementation Readiness Portfolio to the TEA TTIPS program office. Specific requirements for the portfolio are included in the Program Guidelines for this RFA. The applicant understands that support specialists in the TEA TTIPS program office will conduct a comprehensive review and assessment of the Implementation Readiness Portfolio and qualitative data obtained through onsite observations and staff interviews. The applicant assures it will engage with the TEA program office to provide clarifications and adjustments to the portfolio, based on the review and assessment recommendations.
21.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
22.	The applicant will participate in formative assessments of the LEA's capacity and commitment to carry out the grant intervention models.
23.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
24.	The LEA/campus assures TEA that data to meet federal requirements will be available and reported as requested. A list of required data elements is included in the Program Guidelines for this RFA.

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 031913

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver.

Please focus the response on the qualities that enable this specific campus and district team to achieve foundational pursuits of a school improvement undertaking: **accelerated achievement, system transformation, and sustained reform.**

Summarize the district commitments to achieve foundational elements through the district's:

- **Vision and focus for school reform**
- **Sense of urgent need for change**
- **High expectations for results**
- **Operational flexibilities that will be afforded the campus in a reform effort**

Summarize the district and campus capacity and ability to benefit from this grant in terms of:

- **Organizational structures**
- **Existing capacity and resources**
- **Communication structures**

Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Santa Maria Middle School is committed to implementing the **Transformational Model**

Santa Maria Middle School is committed to creating a learning environment in which our community of learners will be driven to their maximum potential in both academic and social environments, focusing on the development of the whole child, with the help of staff, family, and community. Technology and data enhance 21st century skills and is the driving force for direction and change. Our stakeholders will model a sense of community pride and civic responsibility. SMMS will challenge it's learners to become self-disciplined, accountable, and responsible citizens. We will motivate and promote high quality education for the 21st century learner, leading to college and career readiness.

Santa Maria Middle School is a campus that is 98% Hispanic and 94% Economically Disadvantaged. Our student population is 25% English Language Learners and 76% are classified as At Risk. Research by Robert Belfanz from John Hopkins University shows that the most crucial years for students are the middle school years. He discovered that if middle school students in high poverty school have attendance problems, or fails math or English, they have a higher chance of dropping out of high school without decisive intervention. At Santa Maria Middle School, we will build a culture of college and career readiness that students will take with them as they enter high school. We will build the foundation that our students will use to build their future education and career goals upon. The foundation will have all of the stakeholders involved. Students, teachers, staff, parents and community. As a collective, we will elevate our students to becoming responsible, productive and successful members of the community. Santa Maria Middle School will achieve these vision by following a plan to target all stakeholders. Our mission is to prepare our students in the 6<sup>th</sup> and 7<sup>th</sup> grades to take the End of Course exams of Biology, English Language Arts (ELA), and Algebra 1 when they reach the 8<sup>th</sup> grade. We will administer the Texas Success Initiative (TSI) exams to our 8<sup>th</sup> grade students. We are doing this so that when our students leave the 8<sup>th</sup> grade they will be prepared and to take their remaining End of Course classes of English Language Arts (ELA) 2 and US History and be eligible to begin taking college courses in their 9<sup>th</sup> grade year. This follows our District Mission statement of all students will graduate from Santa Maria high school with a minimum of 15 college credit hours. We have set goals for our campus that will increase the amount of 8<sup>th</sup> grade students who take the high school courses of ELA 1, Biology and Algebra 1 and take the STAAR End of Course exams while in the 8<sup>th</sup> grade. In addition to this, all 8<sup>th</sup> grade students will take the PSAT 8/9 exam so that we can begin exposing our students to the structure and pacing of the PSAT and SAT exams at an earlier age. This will ensure that the students are well prepared for taking the PAST exam in 11<sup>th</sup> grade and the SAT exams in the 12<sup>th</sup> grade.

Santa Maria ISD has not performed to standard in the categories of English Language Arts and Mathematics. We have made improvements but continue to fall below the ELA and Math rates for the state and the state passing standards.

Our proposal for Santa Maria Middle School is to target the areas of Reading, Writing and Mathematics. We have reviewed the student testing data for our students from Grade 3 through Grade 7 and have determined that several of our student are below grade level in Reading, Writing and Mathematics. We have also determined that out Gifted and Talented students are not performing to the levels that they should be as well. Our Limited English Proficiency (LEP) students struggle as well. We have our work cut out for us but our administration, teachers, staff and parents are all 100% behind our mission for our campus and the vision of where we want to be.

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**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 031913

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

With the grant funding, SMMS will establish an intervention program to identify all students who are below grade level in Reading, Writing, and Mathematics and provide services to get all students to grade level and support students in their current grade coursework. Santa Maria Middle School will purchase necessary equipment needed in our core content classes to get them to recommended standards set by the Texas Education Agency.

The plan for SMMS to achieve its mission and vision is to begin by identifying each student who is below grade level in Reading, Writing and Mathematics based on their previous performance on the STAAR exams. We will meet with parents of each student and discuss the concerns for the students and get the parents' opinions. We will collaborate to develop plans to bring the students up to their current grade level in Reading, Writing and Mathematics. We will have the parents involved in every step of the plan. We will schedule prescriptive afterschool interventions for each student and provide them with a map to success. We will also meet with all teachers to review their students' areas of concern and collaborate to create lessons that address areas of concern while ensuring that the students are getting their correct grade level content. The areas of Science and Social Studies will be reviewed and discussed as with the plan for preparing the student to take the Biology EOC exam in 8<sup>th</sup> or 9<sup>th</sup> grade and the US History exam in high school. All classrooms will be transformed into Student Centered Instructional areas where teachers will use Project Based Learning activities to engage and excite our students. All teachers will collect data from formal and informal assessments and monitor and adjust coursework based on data. All data will be continually shared with parents so that the family is 100% involved with the students' education and success. Students from all content areas will demonstrate their understanding of the content with activities that engage the entire campus. This will range from short skits and plays to STEM competitions and Science Fair projects. All stakeholders on campus will be involved in every step of building the students' educational foundation. All students will be taken on university trips to campuses outside of our local area. We want our students to walk the grounds of universities like the University of Houston, Rice University, Baylor University and Texas A&M in College Station to name a few. Campuses that our students wouldn't normally get to see on a traditional campus trip in the junior high. We will also take students on STEM field trips to NASA so that they are exposed to the multitude of careers available to them. By exposing the students to these campuses at a younger age and getting them prepared for taking college coursework while in high school we will have built an educational foundation for our students to become successful individuals, lifelong learners and responsible members of our community, both locally and globally.

Santa Maria Middle School selected a new principal for the 2016 – 2017 school year. The new leadership at SMMS has renewed focus on student success and leadership development. The campus is creating Teacher-Leaders and Student Leaders who will have an active voice in campus decisions. The campus is using data from its DMAC system to make data driven decisions that focus on student growth in the classroom that will lead to student success on the STAAR exams, student progress to get on grade level in Reading, Writing and Mathematics, and creating student goals that are in line with the district mission of all students graduating with a minimum of 15 college credit hours. Leadership that is using data to identify areas for professional development among the teachers and incentive rewards for student growth leading to success on the STAAR. Teacher leaders are leading the changing of how instruction is delivered in the classroom from teacher centered to student centered and a focus on Project Based Learning. All students are getting extra time in core area coursework based on data from the STAAR exams and TELPAS scores. The master schedule was created with a 2 hour block for 7<sup>th</sup> grade Reading and Writing which was determined based on student performance on the 6<sup>th</sup> grade STAAR exam. All decisions are based on data and what is in the best interest of the student. All teachers are enthusiastic about the new school year and the opportunities it will provide for our students and in turn our community.

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**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 031913 Amendment # (for amendments only):

Program authority: P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)

Grant period: February 1, 2017, to July 31, 2020, pending future federal allocations Fund code: 276

**Budget Summary**

Schedule #	Title	Class/ Object Code	Year 1 Program Cost	Year 1 Admin Cost	Year 2 Program Cost	Year 2 Admin Cost	Year 3 Program Cost	Year 3 Admin Cost	Year 4 Program Cost	Year 4 Admin Cost	Total Budgeted Cost across all Years
Schedule #7	Payroll Costs (6100)	6100	\$477000	\$	\$964000	\$	\$977000	\$	\$989000	\$	\$3407000
Schedule #8	Professional and Contracted Services (6200)	6200	\$54000	\$	\$154000	\$	\$154000	\$	\$154000	\$	\$517500
Schedule #9	Supplies and Materials (6300)	6300	\$113997	\$	\$125909	\$	\$115305	\$	\$125909	\$	\$542029
Schedule #10	Other Operating Costs (6400)	6400	\$75000	\$	\$106000	\$	\$106000	\$	\$106000	\$	\$393000
Schedule #11	Capital Outlay (6600)	6600	\$10000	\$	\$20000	\$	\$20000	\$	\$20000	\$	\$70000
Consolidate Administrative Funds <input type="checkbox"/> Yes <input type="checkbox"/> No											
Total direct costs: \$729997 \$ \$1369909 \$ \$1372305 \$ \$1394909 \$ \$4867120											
Percentage% indirect costs (see note): N/A \$ \$ N/A \$ \$ N/A \$ \$											
Grand total of budgeted costs (add all entries in each column): \$729997 \$ \$1369909 \$ \$1372305 \$ \$1394909 \$ \$4867120											

**Administrative Cost Calculation**

Enter the total grant amount requested:

\$2839529

Percentage limit on administrative costs established for the program (5%):

× .05

Multiply and round down to the nearest whole dollar. Enter the result.

This is the maximum amount allowable for administrative costs, including indirect costs:

\$141977

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

**NOTE:**

- No more than \$2,000,000 per year may be requested.
- Year 1 is designed to be a planning/pre-implementation period, lasting from February 1, 2017 to July 31, 2017. Costs budgeted for this period should be reasonable and necessary for the shorter time period and type of activity.
- Years 2, 3, and 4; operating in school years 2017-2018, 2018-2019, and 2019-2020, are designed to be full implementation years.

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RFA #701-16-105; SAS #198-17

2016-2020 Texas Title I Priority Schools (TTIPS) Cycle 5



## Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 031913

Amendment # (for amendments only):

Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1 Amount Budgeted	Year 2 Amount Budgeted	Year 3 Amount Budgeted	Year 4 Amount Budgeted	Total Budgeted Costs across all Years
<b>Academic/Instructional</b>							
1 Teachers	4		\$80000	\$160000	\$164000	\$168000	\$572000
2 Educational aide	3		\$19500	\$39000	\$41500	\$43000	\$143000
3 Dean of Instruction	1		\$35000	\$70000	\$70000	\$70000	\$245000
<b>Program Management and Administration</b>							
4 Grant Administrator	1		\$30000	\$60000	\$62500	\$65000	\$217500
5 Grant Administrator Assistant	1		\$10000	\$20000	\$21000	\$22000	\$73000
6			\$	\$	\$	\$	\$
<b>Auxiliary</b>							
7			\$	\$	\$	\$	\$
8 Title			\$	\$	\$	\$	\$
9 Title			\$	\$	\$	\$	\$
<b>Other Employee Positions</b>							
10 Instructional/STEM Specialist	1		\$35000	\$70000	\$71000	\$72000	\$248000
11 Social Worker	1		\$20000	\$40000	\$41000	\$42000	\$143000
12 DMAC Data Entry Clerk	1		\$7500	\$15000	\$16000	\$17000	\$55500
13			\$237000	\$474000	\$487000	\$499000	\$1697000
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>							
14 6112 Substitute pay			\$10000	\$25000	\$25000	\$25000	\$85000
15 6119 Professional staff extra-duty pay			\$40000	\$75000	\$75000	\$75000	\$265000
16 6121 Support staff extra-duty pay			\$20000	\$50000	\$50000	\$50000	\$170000
17 6140 Employee benefits			\$110000	\$220000	\$220000	\$220000	\$770000
18 61XX Employee stipends			\$60000	\$120000	\$120000	\$120000	\$380000
Specify amounts and criteria to earn stipend: Index 1 and 2							
19	Subtotal substitute, extra-duty, benefits costs		\$240000	\$490000	\$490000	\$490000	\$1710000
20	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$477000	\$964000	\$977000	\$989000	\$3407000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)						
County-district number or vendor ID: 031913		Amendment # (for amendments only):				
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.						
Professional and Contracted Services Requiring Specific Approval						
Expense Item Description		Year 1	Year 2	Year 3	Year 4	Total Budgeted across all Years
6269	Rental or lease of buildings, space in buildings, or land	\$0	\$0	\$0	\$0	\$0
Specify purpose:						
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$	\$	\$	\$
Professional and Contracted Services						
#	Description of Service and Purpose	Year 1	Year 2	Year 3	Year 4	Total Budgeted across all Years
1	Professional Development – Parental Training Workshops	\$4000	\$9500	\$9500	\$9500	\$32500
2	Professional Consultants for Reading Across Content Areas for Teachers	\$20000	\$45000	\$45000	\$45000	\$155000
3	Professional Development Consultants for Math, Reading, Writing, and STEM Curriculum	\$30000	\$75000	\$75000	\$75000	\$255000
4	Teacher/Student Mentoring Organizations	\$	\$25000	\$25000	\$25000	\$75000
5		\$	\$	\$	\$	\$
6		\$	\$	\$	\$	\$
7		\$	\$	\$	\$	\$
8		\$	\$	\$	\$	\$
9		\$	\$	\$	\$	\$
10		\$	\$	\$	\$	\$
11		\$	\$	\$	\$	\$
12		\$	\$	\$	\$	\$
13		\$	\$	\$	\$	\$
14		\$	\$	\$	\$	\$
b. Subtotal of professional and contracted services:		\$54000	\$154000	\$154000	\$154000	\$517500
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0	\$0	\$0	\$0	\$0
(Sum of lines a, b, and c) Grand total		\$54000	\$154000	\$154000	\$154000	\$517500

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Schedule #9—Supplies and Materials (6300)												
County-District Number or Vendor ID: 031913						Amendment number (for amendments only):						
Supplies and Materials Requiring Specific Approval												
Expense Item Description												
63XX	Technology Hardware- not capitalized											Total Budgeted Across all Years
	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 2	Year 3	Year 4			
	1	Laptops	Newly Hired Grant funded staff to manage this program	5	\$1241						\$	
	2	Tablets	After School program Middle School Student Achievement	40	\$375	\$6205	\$0	\$6205	\$0		\$	
	3	Student Laptops	Middle School student achievement in core content areas	120	\$280	\$15000	\$15000	\$15000	\$15000		\$12410	
	4	Managed Charging Cart	Classroom/Student use – storage of devices	4	\$2100	\$10500	\$0	\$10500	\$0		\$60000	
	5					\$	\$	\$	\$		\$	
	63XX	Technology Software- not capitalized					\$	\$50000	\$50000	\$50000		\$150000
	63XX	Specify type/purpose: Instructional					\$	\$	\$	\$		\$
		Textbooks/Curricular Materials					\$	\$	\$	\$		\$
	Specify type/ purpose:					\$	\$	\$	\$		\$	
63XX	Supplies and materials to support curriculum development and student social emotional dev.					\$0	\$0	\$0	\$		\$	
	Specify type/ purpose: Lunch with Principal/Student Perfect Attendance/Students of the Week					\$8402	\$19527	\$19527	\$19527		\$66983	
Supplies and Materials that do not Require Specific Approval												
6300	Supplies and materials that do not require specific approval:					\$41382	\$41382	\$41382	\$41382		\$164436	
	Grand total:					\$113997	\$125909	\$115305	\$125909		\$542029	

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)						
County-District Number or Vendor ID: 031913		Amendment number (for amendments only):				Total Budgeted Across all Years
Expense Item Description		Year 1	Year 2	Year 3	Year 4	
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$	\$	\$	\$	\$
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations. Specify purpose:	\$	\$	\$	\$	\$
6412/6494	Educational Field Trip(s). Must be allowable per Program Guidelines and must attach Educational Field Trip Justification Form.	\$	\$	\$	\$	\$
6413	Stipends for non-employees other than those included in 6419	\$	\$	\$	\$	\$
6419	Non-employee costs for conferences. Requires authorization in writing.	\$	\$	\$	\$	\$
6411/6419	Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form, if applicable.	\$	\$	\$	\$	\$
64XX	Advisory council/committee travel or other expenses	\$	\$	\$	\$	\$
6495	Specify name and purpose of council:					
	Specify types of costs:					
	Cost of membership in civic or community organizations					
	Specify name and purpose of organization:	\$	\$	\$	\$	\$
	Specify purpose of membership:					
	Subtotal other operating costs requiring specific approval:	\$	\$	\$	\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$75000	\$106000	\$106000	\$106000	\$393000
Grand total:		\$75000	\$106000	\$106000	\$106000	\$393000

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Schedule #11—Capital Outlay (6600)								
County-District Number or Vendor ID: 031913				Amendment number (for amendments only):				
#	Description and Purpose	Quantity	Unit Cost	Year 1	Year 2	Year 3	Year 4	Total Budgeted Across all Years
6669—Library Books and Media (capitalized and controlled by library)								
1	Library Books and e-Books	N/A	N/A	\$10000	\$20000	\$20000	\$20000	\$70000
66XX—Computing Devices, capitalized								
2								
3								
4								
5								
6								
7								
8								
66XX—Software, capitalized								
9			\$	\$	\$	\$	\$	\$
10			\$	\$	\$	\$	\$	\$
11			\$	\$	\$	\$	\$	\$
12			\$	\$	\$	\$	\$	\$
13			\$	\$	\$	\$	\$	\$
66XX—Equipment, furniture, or vehicles								
14			\$	\$	\$	\$	\$	\$
15			\$	\$	\$	\$	\$	\$
16			\$	\$	\$	\$	\$	\$
17			\$	\$	\$	\$	\$	\$
18			\$	\$	\$	\$	\$	\$
19			\$	\$	\$	\$	\$	\$
20			\$	\$	\$	\$	\$	\$
6XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)								
21			\$	\$	\$	\$	\$	\$
Grand total:				\$10000	\$20000	\$20000	\$20000	\$70000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant page](#).

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 031913

Amendment # (for amendments only):

**Part 1: Student Demographics- Data.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total student enrollment	160		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
African American student enrollment	0	0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic student enrollment	157	98.1%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
White student enrollment	3	1.9%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Asian student enrollment	0	0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Economically disadvantaged student enrollment	151	94.4%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Limited English proficient (LEP) student enrollment	40	25.0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Special Education student enrollment	10	6.3%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Disciplinary referrals	30		2015-2016 PEIMS report #425; code #C164
Disciplinary placements in In-School Suspension	18		2015-2016 PEIMS report #425; code #C164
Disciplinary placements in Out-of-School Suspension	9		2015-2016 PEIMS report #425; code #C164
Disciplinary placements in DAEP	2		2015-2016 PEIMS report #425; code #C164
Disciplinary referrals for Truancy	0		2015-2016 PEIMS report #425; code #C164
Attendance rate		95.9%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Annual dropout rate (Gr 9-12)		0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Annual graduation rate (Gr 9-12)		0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
STAAR / EOC met 2016 standard, mathematics (standard accountability indicator)	94	68%	TEA 2016 Accountability Summary Report.
STAAR / EOC met 2016 standard, reading / ELA (standard accountability indicator)	70	51%	TEA 2016 Accountability Summary Report.
ACT and/or SAT- Class of 2015, percent students Tested		0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
ACT and/or SAT- Class of 2015, percent At/Above Criteria		0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average ACT score (number value, not a percentage)	0		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average SAT score (number value, not a percentage)	0		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Graduates from Class of 2014 enrolled in a Texas Institution of Higher Education (IHE)		0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 031913

Amendment # (for amendments only):

**Part 2: Student Demographics- Comments**

Please use this section to add a description of any data about students that was not specifically requested, but is important to understanding the population to be served by this grant program.

Additionally, use this space to describe trends in data, related to students seen over time in areas that are important to understanding your program plan. Applicants must include supporting evidence to explain trends. For example, projected enrollment growth would need to be supported with a report of percent gains in enrollment over the past several years. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Santa Maria Middle School is a Title I Campus that serves five surrounding neighborhoods. The campus is located in Santa Maria near the southwest corner of Cameron County. The community is about one mile north of the Rio Grande, which forms the Mexico-United States border. The community is about one mile north of the Rio Grande, which forms the Mexico-United States border where a high number of students under eighteen living below poverty. It is documented by the United States Census Bureau that the median income for a household is \$16,917, and the median income for a family is \$18,750. Males had a median income of \$13,889 versus \$13,250 for females. The per capita income is \$5,794. About 39.9% of families and 47.2% of the population are below the poverty line, including 66.4% of those under age 18 and 14.3% of those age 65 or over. The students that will be served with the TTIPS grant in Santa Maria Middle School are in need of a transformational educational approach and deserve to have a quality education regardless of the external factors that may sometimes impede their education. The demographics reported on the 2014-2015 Texas Academic Performance Report state that Santa Maria Middle School is 98% Hispanic and 2% white. The student population is 94.4% economically disadvantaged and 76.9% At Risk. Our economically disadvantaged population and At Risk population percent's are considerably higher than the state. The English language Learner (ELL) population is 25% and our student Mobility rate is 12.3%. There are numerous external factors and academic challenges that continue to impact successful performance by the Santa Maria Middle School students. Some external factors that hinder the success of the students are low income households, lack of economic opportunity for students' families, minimal access to libraries, museums, and other institutions that support students' development and time family members are able to devote to support and reinforce learning.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 031913

Amendment # (for amendments only):

**Part 3: Staff Demographics- Data**

Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Staff	28		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers	16	57%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Professional Support staff	2	7%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Campus Administration (School Leadership)	2	7%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Educational Aides	8	29%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
African American Teachers	0	0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic Teachers	14	88%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
White Teachers	2	12%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Asian Teachers	0	0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Beginning Teachers	2	14%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 1-5 Years' Experience	4	26%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 6-10 Years' Experience	3	20%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 11-20 Years' Experience	7	40%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with over 20 Years' Experience	0	0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Beginning Teachers	36,000		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 1-5 Years	39,274		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 6-10 Years	43,876		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	48,593		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with over 20 Years' Experience	-		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Staff with less than a bachelor's degree	0	0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Staff with Bachelor's degree as highest level attained	15	93%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Staff with Master's degree as highest level attained	1	7%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Staff with Doctoral degree as highest level attained	0	0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 031913

Amendment # (for amendments only):

**Part 4: Staff Demographics- Comments**

Please use this section to add a description of any data about campus staff that was not specifically requested, but is important to understanding the population to be served by this grant program. Additionally, use this space to describe trends in data related to campus staff seen over time in areas that are important to understanding your program plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The staff demographics for Santa Maria Middle School are closely aligned with the student population. The teacher demographics are 87.8% Hispanic and 12.2% white. Males are 57.6% of the teaching staff and 42.4% female. All teachers have a bachelor's degree (92.8%) and 7.2% have masters degrees.

Santa Maria Middle School has a predominantly limited English speaking/Spanish speaking student population and SMMS staff has been predominantly bilingual. Bilingual teacher positions have been filled. To meet the need of English Language Proficiency Standards, the listening and speaking component can be addressed at SMMS with the use appropriate computer software with headsets to assist in developing students' and parents' language skills.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 031913

Amendment # (for amendments only):

**Part 5: Students to Be Served with Grant Funds.** Enter the number of students in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
							49	63	48					160

**Part 6: Teachers to Be Served with Grant Funds.**

Enter the number of teachers in each grade to be served under the grant program.

In indicating numbers for Teachers, duplicate counts are permitted. For example, if a teacher instructs sections of 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grades, that teacher should be counted for each of those grade levels. It is understood that this might elevate the total count of teachers on this table. The actual, unduplicated number of teachers is captured in the Staff Demographics-Data table.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
							4	8	8	8	8	8	8	52

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 031913

Amendment # (for amendments only):

Continuous improvement is a systematic approach in school reform, including processes for data analysis, problem identification, root cause analysis, goal setting, intervention design, implementation, monitoring, and evidenced-based progress reporting.

**Part 1: Process Description.** Describe the process and activities in which you engaged to conduct a data analysis and needs assessment; and select the model, goals, and interventions to be implemented under this grant. **In the description, include the team members involved in the planning process, frequency and timeline of planning meetings, and key activities/strategies used to facilitate decision making.**

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A committee of Santa Maria Middle School leadership, instructional staff, and community members participated in a thorough review process of campus and community level data, including current demographic data available through school records and census data to helped the school's committee to fully comprehend and describe the community where the school is located and where the students and families live.

Content Based Assessments (CBA), Report Cards, STAAR data, discipline referral and attendance data, and common assessment data. The needs of the campus are prioritized with the ultimate goal of increasing student achievement through a culture of excellence that centers around rigor and accountability, engaging the stakeholders, and offering a 21st century learning experience to all students.

Santa Maria Middle School did not meet standard in Reading, Writing, Science and Social Studies based on 2016 Index 1: Student Achievement Calculation Report from TEA. Santa Maria Middle School had a 51% passing rate in Reading, 50% passing rate in Writing, 48% percent passing rate in Science, and a 43% passing rate in Social Studies.

TEA's **Transformational Model** is the most viable to improve student academic achievement. Santa Maria Middle School chose a team approach to ensure that by the time the students get to high school, where they are assessed with STAAR End of Course exams for the first time that they are prepared to meet standards and reach advanced levels of performance. The core academic, special education, and elective teachers, teacher assistants, office staff and the administration met on May 7th, 2016 to begin the planning process. Everyone gave input as to what problems are impacting student performance, the root causes of those problems and what SMMS's next steps will be for solving these problems (i.e., goal setting, strategy identification, implementation of strategies, support needed to implement with fidelity, monitoring of implementation, and check-points/evaluation methods). Based on SMMS's STAAR data, the decrease in performance was listed as SMMS's main problems for each content area. Some of the identified root causes were students not being prepared in early childhood and the lower grades for STAAR, teachers' lack of content knowledge, especially in the areas of math and science, and the inability of SMMS's teachers to teach at the rigor level of STAAR. Some of the immediate strategies were to have a stable teaching staff by the end of July 2016, in order for teachers to be in place for the first day of school and provide consistency for students. The hiring committee was very selective in who was chosen to replace teachers to ensure that they had the ability to teach at the level needed for the STAAR. Santa Maria Middle School's remaining teachers also attended multiple professional development sessions to increase their content knowledge and instructional practices. In meetings with community members, SMMS's data analysis and other concerns raised have identified student discipline, attendance, and instruction priority areas, as well as need to adopt a vertical instructional model beginning with Early Childhood to ensure that Santa Maria Middle School students are college ready for high school transition.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 031913

Amendment # (for amendments only):

**Part 2: Model Selection and Best-Fit.** Indicate the single intervention model selected by the district/campus for implementation. Note that applicants are limited to select, design and implement a grant program in keeping with only one model and not a combination of models.

☒ Transformation

☐ with Rural LEA Flexibility modification

☐ Texas State-Design Model

☐ Early Learning Intervention Model

☐ Turnaround

☐ with Rural LEA Flexibility modification

☐ Whole-School Reform

☐ Restart

☐ Closure

**Part 3: Please describe/demonstrate why the selected intervention model best meets the unique needs of the school.** Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

After reviewing all available information through our Needs Assessment and reviewing the comprehensive school reform models offered through the TTIPS, Cycle 5 grant, the district determined the model best met the needs of our SMMS campus was the **Transformational Model** based on the following needs:

- 1) **Improve Academic Achievement:** Due to our Accountability Rating of Formally Improvement Required, the campus's major need is to improve our academic STAAR scores in all content areas, especially Reading, Writing, Language Arts and Math.
- 2) **Improve Teacher Quality:** Funds are needed to provide out teachers with professional development and other needed resources in order to provide students with additional one-on-one assistance, allowing the campus to block classes, thus, providing students more time on task, and providing extended learning time.
- 3) **Improve Parental Involvement:** Research has proven parents are a key part of students' support systems, and their involvement with their children's schooling helps children perform better in school. Teachers ranked strengthening parents' roles in their children's learning as the objective that should receive the highest priority in public education policy over the next few years.
- 4) **Improve School Climate:** the campus suffers both a high teacher turnover rate and a low daily attendance rate. Funds will be needed to assist the district in developing a plan to improve the campus school climate.
- 5) **Improve Campus Technology:** The district needs to update our campus technology so that our students can become global learners, even in rural Texas.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 031913

Amendment # (for amendments only):

**Part 4: Model Selection-Stakeholder Input.** Please describe how student families and community members were engaged in the needs assessment and planning process:

- Describe specific actions the campus/district took to solicit input from these stakeholders in selecting the model.
- Describe how this input was taken into consideration when selecting the model.
- Describe plans to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

To engage student families Santa Maria Middle School's new principal held a "Meet and Greet" event on August 24 from 5:30 - 7 pm in collaboration with the principal from Tony Gonzalez Elementary, and the Santa Maria High School's principal. Staff invited student families twice via a call out system. In the message, it stated upfront that SMMS staff would be showing their appreciation for attendance with refreshments via cake, cookie, and fruit punch. There were 100 parents who attended. After the principals introduced themselves and their new administrative teams, they reviewed the basics of what parents typically want to know (hours of operation, dress code, academic and behavioral expectations, bus routes, parent pick up procedures, etc.) The leadership team consists of the principal, an assistant principal, the curriculum specialist, the data instructional specialist and the instructional specialists. The components that parents appreciated and wanted to keep in place included afterschool and summer programming, library nights, tutoring and parent education programs. Parents showed appreciation for teachers who worked hard, were nice and cared about children and their futures. The areas in which the SMMS parents wanted improvement were in the quality and quantity of staff-parent communications (especially teacher - parent communications), quality of instruction and classroom management, student discipline, and improvements in various school procedures. To gather input from the community a survey was conducted. In the future, the main way that the principal will gather input from parents and community partners will be through representatives of the campus Site-Based Decision Making (SBDM) Team. The principal will sit with community partners during volunteer/partner appreciation events to chat informally and meet with them in his office as needed. He will also gather feedback from parents through the various parent engagement events including parent/student assemblies, Literacy/library night and Coffee with the Principal. During Parent/Student Assemblies, staff will award certificates to students for A's and B's and perfect attendance. The literacy program and training workshops will establish family reading routines for Spanish- and English-speaking parents and their children. SMISD will also begin the ESL adult classes to benefit parents and community members to help with improving the English Language. The ideal program will introduce the teachers to a language acquisition method and a step- by-step early literacy instruction process. It will involve family reading for Hispanic parent involvement, vocabulary development, and English-language development for parents and their children. Ideally, the program will have age specific programs that engage the parents in reading with their children, will reflect the experiences of Latino families, and will be centered on universal themes. Ideally, all materials, books and curricula will be bilingual and in a simple format. Educators will use materials to teach parents how to teach English language and Spanish language skills that support what the children are learning in school. Ideally, the program will have multilevel English language lessons for English Learners. Ideally, the program will have a built-in evaluation process to measure the success of what the parents learned in class and include at home skill-based activities for parents and children that support the state standards for each specific area

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**Schedule #14—Management Plan**

County-district number or vendor ID: 031913

Amendment # (for amendments only):

**Part 1: Staff Role and Qualifications.** List campus and district personnel projected to be involved in the implementation and delivery of the program. Include all positions funded in whole or part by grant resources, along with those personnel involved in the implementation, but not funded through the grant. Provide a brief description of the position role/function in the grant; and desired qualifications, type and years of experience, and requested certifications. Ensure that the list and descriptions demonstrate the district will provide effective oversight and support for implementation of the selected model. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement (DCSI) (required)	Oversight of the transformation process, ensuring responsiveness of district/campus in the implementation, coordination with district departments and communication to critical stakeholders, eliminating any barriers that may hinder the transformation process, and serve as resource and mentor to the administrator and campus.	Master's degree required. At least three (3) years' experience as an exemplary Principal, district level leadership experience, and Principal Certification.
2.	Grant Administrator	Will work closely with campus and district personnel in the organization, preparation and post award administration of the grant project. Maintains records to prepare accurate reports for funding agency.	Master's degree preferred; three to five years' experience in leading programs. Ability to collaborate and work with others to solve problems, clarify or interpret complex information, budgeting, and highly skilled on tech based productivity tools.
3.	Principal	Coordinate vision and mission of Transformation Model initiatives and programs. Direct and meet with employees supervising and coordinating the grant driven activities and programs, and supervision of Grant Administrator in the implementation of the Transformational Model.	3-5 years' experience of successful school leadership, work with grants, leading new initiatives and Principal Certification.
4.	Teachers	Facilitate rigorous reading and math instruction and to provide real life connections across content areas.	3-5 years of successful teaching experience.
5.	Dean of Instruction	Coordinate with teachers to plan and implement high quality engaging instruction, blended learning opportunities and assessments.	Master's degree, 5 or more years of successful instructional leadership experience, Bilingual/ESL Certification, and Principal Certified
6.	Social Worker	Provides services to students and families to help students attain maximum benefits from the educational program. Collaborates with the educational team, parents, and community agencies to facilitate the students' academic, emotional, and social potential. Works toward enhancing and fostering positive relations between the school, community and parents.	Bachelor's and/or Master's Degree 3-5 years Social Work Experience
7.	STEM Specialist	Develops instructional materials and coordinates educational content in the areas of science, math, technology and engineering. Provides job embedded professional development to teachers. Assesses student needs and establishes plan of action with team.	Bachelors and/or Masters in STEM Field 3-5 years successful teaching experience.

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 031913

Amendment # (for amendments only):

**Part 2: External Provider Role and Qualifications.** List all external provider contractors/consultants, selected by the district/campus, that are projected to be involved in the implementation and delivery of the program. Provide a brief description of the provider's unique function in the grant; and desired qualifications, experience, and requested certifications. Do not include contractors/consultants provided by the TTIPS SEA office (PSP, TCDSS or TEA staff). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	Consultant/ Professional Development Service Provider	Professional Development across content areas for teachers.	Proven record of effective professional development.
2.	Consultant/ Professional Development Service Provider	Professional Development in writing for teachers.	Proven record of effective professional development.
3.	Consultant/ Professional Development Service Provider	Professional Development in STEM curriculum development and project based learning for teachers.	Proven record of effective professional development.
4.	Consultant/ Professional Development Service Provider	Professional Development in Reading across content areas for teachers.	Proven record of effective professional development.
5.	Consultant/ Parent Training Service Provider	Tools for Life Parent Training Workshops on topics such as Social Emotional Learning and Listening, Self-Regulation, Dealing with Feelings, Resiliency, and Decision Making.	Proven record of effective professional development.
6.	Teacher and Student Mentoring	Organizations that will help teachers with their teaching practices and provide mentors to students.	Proven track record of helping students and teachers achieve at high levels.
7.			
8.			
9.			
10.			

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 031913

Amendment # (for amendments only):

**Part 3: Commitment and Succession.** Describe how the campus and district will ensure that all project participants remain committed to the project's success. Describe your succession management strategies and how this will enable the campus and district to deliver continuous high-quality programming when there are changes in key project personnel. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Building a culture of success begins with the school climate. And school climate begins with the principal. The principal at Santa Maria Junior High is totally committed to transforming the campus into one with a culture of success. With the establishment of clear expectations for all students and staff along with a clear path to achieving these expectations and support programs in place to recover any who fall behind SMJH can change the climate to the positive and create a campus culture that doesn't just hope for success but expects nothing less.

The Santa Maria Independent Board of Trustees is totally committed to transforming schools to be a benefit to the students. With signature programs in the fields of Business and Industry, Public Services, Arts and Humanities, Multidisciplinary Studies and STEM program opportunities and with unprecedented connections to businesses that surround our region, our campuses are preparing students to enter the world of work. SMISD recognizes the need to provide high quality instructional programs leading to Early College Readiness, science and technology, high paying career preparation where all students will graduate with at least 15 college credit hours and/or technical licenses. The need to instill in students the skills they will need to be successful after high school, in college and in the workplace will allow our students to compete in today's global economy. SMISD students will be leaders who will lead by example, are productive, skilled in their area of study, critical thinkers and responsible decision makers.

Santa Maria ISD has developed a strategic direction that will guide the best course of action for its students in order to realize the goals outlined by the Board of Trustees. The objectives of strategic planning process are: (1) create a clear picture around efforts to increase student achievement; (2) integrate findings from other ongoing efforts (3) outline a set of strategic initiatives that enable SMISD to meet its goals, assembling current efforts and identifying gaps; and (4) determine any adjustments required to current resources both human and financial to support the strategic initiatives. Santa Maria ISD plans to create an implementation and communication plan to support actions and gain alignment from key stakeholders on path forward.

SMISD is combining core academics with career-based knowledge and skills in collaborative and research-intensive learning environments. SMISD is creating partnerships to offer students work-based experiences and certifications. AP courses are offered at the high school, and more students than ever are taking their AP exams. All SMISD students in grades 9-11 have the opportunity to take the PSAT test for free, every SMISD junior and senior has taken the SAT/ACT for free and all SMISD students in grades 9-12 also have the opportunity to take their TSI test at no charge to them.

SMISD ensures that the school is led by an effective principal who creates an instructional learning environment on their campus that allows students to develop the skills needed to compete in today's global economy. SMISD is committed to ensuring that principals have the resources, professional development, and support needed to develop these competencies.

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 031913

Amendment # (for amendments only):

**Part 4: Sustainability.** What elements of your proposed project are designed to significantly increase capacity or create a lasting change to campus culture and practices that shall be sustained after the grant period ends? How will the LEA provide support to sustain the reform after the grant period ends?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The vision of Santa Maria Middle School is to challenge it's learners to become self-disciplined, accountable, and responsible citizens. We will motivate and promote high quality education for the 21st century learner, leading to college and career readiness. Its mission is committed to creating a learning environment in which our community of learners will be driven to their maximum potential in both academic and social environments, focusing on the development of the whole child, with the help of staff, family, and community. Technology and data enhance 21st century skills and is the driving force for direction and change. Our stakeholders will model a sense of community pride and civic responsibility.

Santa Maria Middle School will create a culture of student success by making the student the center of the learning. Classrooms will become students centered with Project Based Learning developed for all content areas. Project will be based on content guidelines but relevant to the 21<sup>st</sup> century learner Teachers will not just be instructors but we will have a base of teacher-leaders established to mentor new teachers and staff as well as incoming student bodies. Course work will have rigor, relevance and a relationship to the learner.

Professional development will be ongoing and a professional learning community among the teachers and administration will exist to foster the development of ideas and collaboration between peers. Community members will continue to be welcome participants in activities and decision making. We will create a sense of ownership among the staff, students and community where everyone believes in what the school district represents to Santa Maria and the greater community.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 031913

Amendment # (for amendments only):

**Part 1: Establishing Performance Measures.** Describe the processes used to establish challenging yet attainable performance measures that will result in substantially improved student achievement and the campus' ability to exit lowest-performing status. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Analysis of data to assess student and campus needs were used to establish performance measures. Performance measures will include: number of students enrolled in college level courses, number of college credits earned through the high school years for all students at no cost; including tuition, fees and textbook costs; number of teachers and school leaders meeting effectiveness criteria the through use of the Texas Teacher Evaluation and Support System (T-TESS) and Texas Principal Evaluation and Support System (T-PESS), and increase in achievement of all students, Each of these goals is in alignment with the grant and with the district goals.

While implementing for all students, the program specifically will identify students for more intensive supports. Overall project goals are: 1) Improve Academic Performance; 2) Increase the Use of Quality Data to Drive Instruction; 3) Increase Leadership Effectiveness; 4) Increase Learning Time; 5) Increase Family and Community Engagement; 6) Improve School Climate; and 7) Increase Teacher Collaboration through PLC participation. Each of these goals is in alignment with the grant and with the district goals.

The campus will establish a mentoring program to foster best practices and to develop strategies to offer a successful program to benefit students and the community. Professional Learning Communities will meet regularly to examine student work and teacher curriculum delivery intended to substantially increase student achievement and the campus' ability to exit low performance status. The Principal will provide on-going feedback after classroom walk-throughs to validate learning and to help teachers improve on student learning.

**Part 2: Data Collection.** Describe the processes for collecting data at a detailed level to inform effectiveness of each intervention. Data at a detailed level would include examples such as: participation rates at the activity-level, dosage rates of an intervention per student, teacher practice observed rates at the targeted strategy-level, or academic outcome data at the activity-level per student. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The overall responsibility for implementing the project's evaluation plan for qualitative and quantitative data collection methods, at the campus level, is the responsibility of the Campus Principal and the Grant Administrator. The Campus Principal will ensure that qualitative and quantitative data is collected for the school. Data collection methods will include project records, student records, test results, and survey results - including but not limited to: student and faculty climate surveys conducted annually; student achievement and test scores reported and evaluated by grading period, semester, and annually; numbers of parents, community members, students and faculty participating in project activities reported annually; and student surveys and evaluation of work-based learning experiences reported by semester.

Multiple types of data will be collected for the entire grant period, including data for (1) student performance indicators (e.g., overall student academic achievement; state assessment test results by subject, and grade level; percentage of students performing at/above grade level by subject area; attendance and promotion rates; and disciplinary referrals); and (2) staff development and parent involvement and training indicators (e.g., what is the impact of the staff development and parent involvement and training). The evaluation plan will both aggregate and disaggregate measures of student academic achievement, by sub-populations of students.

Attendance and grade data will be collected on the district's grading program, TxEIS (which also reports on failure, attendance, and other information regarding student performance in classes). Campus administrators will run these reports each grading cycle to determine failure rates by grade, teacher, subject, ethnicity and other demographic factors relevant to assuring all students are successful. In addition, the school will review discipline data on a weekly basis, while the academic teams and the school's dropout prevention and recovery committee will review each week grade, attendance, and discipline reports to promptly identify students in danger of dropping out or losing credit for classes so that they can intervene in a timely manner. Parents will also be empowered by being informed how to use our Parent Portal to monitor, via a computer with Internet access and by cell phone, their student's academic progress and class attendance rates. Climate surveys will be used to assess how well instruction has improved.

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**Schedule #15—Project Evaluation (cont.)**

County-district number or vendor ID: 031913

Amendment # (for amendments only):

**Part 3: Assessing effectiveness of interventions.** Describe the processes and staff responsible for assessing the effectiveness of program activities and interventions on an ongoing basis. How are problems with project delivery to be identified and corrected throughout the project?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point

All activities and interventions will be tracked on a calendar with key staff assigned to monitor the effectiveness of the program activities and interventions. Problems with project delivery will be identified and corrected throughout the project by doing regularly scheduled reviews of the project and key staff and the external providers' performance by the principal.

The products of the ongoing monitoring and formative evaluation will be used to provide timely, regular, and useful feedback to the district and school community on the success and progress of implementation, as well as to identify areas for needed improvement. The plan for ongoing monitoring for continuous improvement will be based on the stated goals and objectives, as outlined previously. The proposed project's processes will be continually reviewed and improved.

In order to ensure that a process for ongoing monitoring for continuous improvement is implemented, the evaluation design will follow an action plan, at the campus level that:

- Will convene regular meetings with staff and other stakeholders for discussing monitoring and progress;
- Based on these meetings with stakeholders for discussing monitoring and progress, program modifications, as needed, will be formulated and implemented;
- Surveys will be provided, at any time, to elicit feedback from students, parents, and other stakeholders; and
- For issues that cannot be resolved at the campus level, the Campus Principal will report these challenges, in a timely manner, to the Superintendent of Schools.

The plan will articulate policies and procedures for facilitating ongoing monitoring and continuous improvement and will be made available and communicated to all staff and stakeholders at the beginning of the project's grant period, as well as available for reference, at any time, by making a request to the Grant Administrator or Principal.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 031913

Amendment # (for amendments only):

**Statutory Requirement 1:** Describe your rigorous review process used to select highest-quality and best-fit external providers for your project. Include processes to:

- Identify a reasonably sized pool of prospective external providers
- Assess level of experience in delivering the work
- Determine a history of prior success; consistent strong results in similar projects
- Conduct a risk-assessment related to contracting
- Execute final selection and procurement

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The SMISD Procurement Services department has the authority to commit district funds for the acquisition of goods and services. Procurement Services is responsible for facilitating the processes governed by state and federal law to ensure best practices, and an equally competitive environment for the purchase of all goods and services. The district purchases a wide variety of goods and services, including but not limited to: (1) Consultants/Professional Services; (2) Construction/Repairs of Facilities; and (3) All other goods and services. The district is required to competitively bid any/all expenditures greater than \$50,000.00 in the aggregate; meaning just about every purchase made by the district.

Through this synergistic effort, both the Supplier and SMISD will benefit from working as business partners to strengthen the social and economic foundation of the district and the community at large. The mission of the SMISD Procurement Services Department is to ensure the uninterrupted flow of goods and services needed to efficiently operate the district cost effectively. In other words, the right products and services, at the right cost, from the right Supplier, to the right location, at the right time, every time.

The process is as follows:

• **BIDS AND PROPOSALS:** All expenditures (district-wide) must be competitively bid by the Procurement Services Department, only. Competitive bids are generally solicited either by means of a Request for Proposal (RFP), or a competitive sealed bid (or proposal). While RFP's may result in additional negotiations before a contract award takes place, all bids/proposals should always be prepared with utmost care, providing the bidder's best offer. Contracts awarded as a result of an erroneous offer may result in serious financial loss or other hardship for the bidder. Current bid/proposal solicitations are announced in one or more local newspapers of mass-distribution for two consecutive weeks. All contracts that require Board of Trustees approval (greater than \$25,000) will be addressed respectively.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 031913

Amendment # (for amendments only):

**Statutory Requirement 2: External Provider Oversight.** Describe your rigorous and ongoing process to provide oversight to external providers to ensure their continued quality and success in meeting project deliverables. Include in the description:

- Proposed schedule to regularly review external provider performance
- Campus/district personnel responsible for oversight and management of providers
- Process/instruments used to measure and monitor success of providers
- Corrective actions or additional supports utilized to improve provider performance
- Criteria/sequence of actions to be taken to remove/replace a low performing provider

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A campus Grant Administrator will be hired to monitor and oversee the components of contracted services and service providers; as well as the compliance of grant requirements, the alignment and adherence to time table agreed upon; and the data analysis of evaluative components of the program.

Teachers will continually monitor and document student achievement and schedule interventions as needed based on services from external providers. The principal and campus team will provide direct oversight and management of the project. The school's Superintendent will provide support and direct oversight to the principal; as well as leadership and guidance.

Surveys and evaluation forms will be designed to measure and monitor provider success. Using feedback from participants and other key personnel, corrective actions will be determined with input from external providers on how to improve performance to benefit both staff and students. Providers will be expected to adjust delivery and services based on feedback. An official district contracted consultant services agreement will be executed to outline responsibilities of the provider and district. Removal/replacement of low performing providers will occur in the event any components of the agreement are not met.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 031913

Amendment # (for amendments only):

**Statutory Requirement 3: Pre-Implementation Year.** List and describe primary activities planned for the Planning/Pre-Implementation period in the grant to occur from February 1, 2017-July 31, 2017. These activities shall be designed to prepare the district and campus for stronger full Implementation than would be possible without Pre-Implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

1.	English Language Arts teacher training on PSAT 8/9 and Texas Success Initiative tests.
2.	Training on using data to make decisions on student performance and lesson adjustment.
3.	Project Based Learning curriculum for Math, Reading, Writing, Science, and Social Studies.
4.	Student Centered Classroom development and implementation
5.	Classroom management training for all new teachers.
6.	Science classroom equipment inventory
7.	Math classroom equipment inventory
8.	Community meetings for recruitment of Parent/Community member volunteers
9.	Data analysis of all middle school students
10.	Conduct meetings with all stakeholders to review campus initiatives and get input
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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 031913

Amendment # (for amendments only):

**Statutory Requirement 4: Coordinated and Integrated Efforts.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Santa Maria Middle School due to the new campus leadership and teachers, the current framework for leading and mentoring the new teachers will coincide with the overall goal of improving teacher quality. Multiple measures are being enacted this school year to create teams of teachers to strengthen school ties, have more structured monitoring of the mentoring relationships, providing communication pathways between the new teachers and the Leadership Team and creating a reward program to motivate and encourage teachers towards excellence. In addition, professional development will be structured in a way that allows teachers to create learning tracks that will be used as a basis for the institute model of professional development that will be implemented as a result. The professional development will be job-embedded and will be culturally responsive to address the specific needs of the demographics and sub-populations within the school. SMMS staff are working together to implement changes with the instructional program in order to provide teachers with technology tools to create more student engagement.

All members of the leadership team will be trained to ensure that walkthroughs and observations are conducted with an emphasis on student achievement. This allows for accurate analyses of school needs, professional development needs, and possible staffing needs.

In addition, the Principal is identifying staff members with the capacity of be school leaders to provide mentoring and training. These teachers will be given roles in the school to develop their leadership potential, gain valuable experience leading school initiatives, designing organizational structures for school, understanding the statutory requirements, practices and habits of successful school leaders. In addition, working with the Leadership Team to ensure that professional growth of each teacher, and the Leadership Team is responsible for modeling the need for Professional Growth to the staff by sharing their own learning through delivery of Professional Development, Mentoring and facilitating professional learning communities.

The Leadership Team is developing mechanisms for data collection and analysis. This includes looking at the feasibility of data collection, the volume of data collection, and most important the usefulness of the Collected data. Team Leaders within the school will work with the Leadership Team to identify the data sources that are most useful for their content, grade level, and context. A concerted effort will be made to identify parent Partners that will be instrumental in creating a Parent's Council. From this pool, it may be possible to identify the Parent Liaison that will spearhead the Parents as Partners program in the school. The goal is to increase Community awareness and involvement in the programs that will be available.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 031913

Amendment # (for amendments only):

**Statutory Requirement 5: Principal Replacement**

Applicants proposing a **TRANSFORMATION, EARLY LEARNING** or **TURNAROUND** model must replace the principal who led the school prior to the commencement of the model. **Specifically, for Cycle 5 implementation, the principal's first year at the applicant organization must have begun at or during school year 2015-2016. The principal may not have been principal of the applicant organization prior to school year 2015-2016.** These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Early Learning or Turnaround model, shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name of principal who will be in place through the implementation of the model:

Michael Abeyta

Hire date, or anticipated hire date of the principal who will be in place for implementation of the model:

July 20<sup>th</sup>, 2016**For TEA Use Only**

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 031913

Amendment # (for amendments only):

**Statutory Requirement 6: Rural LEA Flexibility**

Rural LEA applicants proposing a **TRANSFORMATION** or **TURNAROUND** model have the option to propose a modification to one element of the model. If proposing to modify one element of the model under the Rural LEA Flexibility option, please respond to the prompts in the table below.

Applicants not proposing a modification/not eligible to propose a modification shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Element in the model selected for modification:	N/A
Description of the modification:	N/A
How intent of the original element remains/will be met:	N/A

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 031913

Amendment # (for amendments only):

**Statutory Requirement 7: Evaluation Systems for Teachers and Principals, accounting for student growth**

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN, or EARLY LEARNING** model must use a rigorous, transparent, and equitable evaluation system that takes into account student growth as a significant factor. Please review the description of requirements of the evaluation systems under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the data sources for student growth accounted for in the teacher and principal evaluation system. Include how student growth is weighted in evaluation:

SMMS will institute Curriculum Based Assessments-CBA's as summative/formative assessments and utilize DMAC to analyze student performance data. Data collection from formal and informal observations and the use of district snapshot data and STAAR data as we implement model from year one to thereafter. Student growth will account for 30% of the teacher/principal evaluation. Instructional practices will account for 50% and Professional Expectations at 20%.

Describe how the evaluation system design includes multiple observation-based assessments and ongoing collections of professional practice:

T-TESS evaluation system will be utilized for this process. Teachers will have multiple informal walkthrough observations throughout the entire year. They will receive feedback, support, and create an action plan for improvement following each observation. Teachers will also have to formal observations and two formal walkthroughs during the year. They will receive feedback, support and crate action plan for improvement following each of these observations.

Describe how the evaluation system was developed with teacher and principal involvement:

T-TESS evaluation system in conjunction with teacher/principal developed student learning outcomes that will allow SMISD to ensure consistency and comparability across the district, based on a common definition of teacher effectiveness. The T-TESS consists of multiple components which contribute to an overall Teacher Effectiveness Measure. These components include teacher assessment on performance standards, survey of instructional practice, and student growth based on student learning outcomes (SLO's). SMMS will take part in calibration and rubric analysis opportunities to ensure all evaluators view instructional quality from the same standard to further ensure that teachers continue to reach proficiency and that is communicated to the instructional staff.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 031913

Amendment # (for amendments only):

**Statutory Requirement 8: Educator Reward and Removal**

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN, or EARLY LEARNING** model must have protocols to identify and reward school leaders, teachers, and other staff who have increased student achievement; and identify/remove those who have not improved their professional practice. Please review the description of requirements for educator reward and removal under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the rewards available for educators who have increased student achievement in implementing the model:

Teachers will be awarded stipends through district performance incentive plan. This is a monetary reward program paid to teachers and administrators for student performance growth as measured by assessments.

Describe protocols/interventions to support teachers who are struggling to improve professional practice:

SMISD evaluation system requires walkthroughs and observations throughout the year. Teachers have an individual professional development plan that they develop to address areas of growth and will work with mentors, curriculum personnel, and principal support.

Describe the criteria established for educator removal:

After providing multiple support and professional development opportunities for the struggling teacher without success, the teacher is placed on a prescriptive action plan to help build capacity and turnaround teacher effectiveness. If the teacher fails to show growth or chooses to reject the plan and activities determined in the plan, followed by plan review with principal to address timeline to retain or remove the teacher.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 031913

Amendment # (for amendments only):

**Statutory Requirement 9: Non-Academic/Social-Emotional Supports for Students**

Applicants proposing a **TEXAS STATE-DESIGN, TURNAROUND, or WHOLE SCHOOL REFORM** model must include comprehensive provisions for appropriate non-academic supports, including social-emotional and community oriented services.

These applicants shall list and describe the non-academic, social-emotional, and community-oriented services that will be provided to students in the space below.

Applicants not proposing a Texas State-Design, Turnaround, or Whole School Reform Model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 031913

Amendment # (for amendments only):

**Statutory Requirement 10: Developing an Early College school-wide strategy**

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School (ECHS)**. Please review the description of the Texas State-Design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Identify the IHE partner that will be in place for the early college high school development and implementation. Include the title/role of the IHE primary point of contact, and essential agreements reached at this point:	N/A
Describe the sustainable source of funds or fee waiver plan that will enable students to access college courses, TSI assessments, textbooks and college fees; without cost to the student:	N/A

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 031913

Amendment # (for amendments only):

**Statutory Requirement 11: Developing an Early College school-wide strategy (continued)**

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School** (ECHS). Please review the description of the Texas State-Design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

<p>Describe the processes the LEA/campus will take to build the number of college courses available to students to gain during high school to a minimum of six (6) by the start of the 2017-2018 school year to sixty (60) by the start of 2018-2019 school year:</p>	<p>N/A</p>
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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 031913

Amendment # (for amendments only):

**Statutory Requirement 12: Developing an Early College school-wide strategy (continued)**

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School** (ECHS). Please review the description of the Texas State-Design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the academic, social, college readiness and college access services that will be in place by Fall 2017, to support student success in college-level coursework and continued post-secondary education pursuits:

N/A

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 031913

Amendment # (for amendments only):

**Statutory Requirement 13: High-quality preschool programming**

Applicants proposing the **EARLY LEARNING INTERVENTION** model must deliver an elementary program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

<p>Describe the schedule and staffing pattern for the full-day preschool that will meet standards for high qualification of staff, required child-to-staff ratios, required class size limitations and comparable staff salaries.</p>	<p>N/A</p>
<p>Indicate if the campus will partner with community-based provider or off-site campus to deliver key components of the model; such as staffing or facilities needed to deliver a grade-level or other educational program.</p> <p>If such a partnership will exist, describe how the campus and LEA will ensure all students benefitting from the grant are enrolled at the eligible grantee campus.</p>	<p>N/A</p>

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 031913

Amendment # (for amendments only):

**Statutory Requirement 14: High-quality preschool programming (continued)**

An applicant proposing the **EARLY LEARNING INTERVENTION** model must deliver an elementary program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe how the preschool program proposed is:  
research-based; vertically aligned in math, science, literacy, language through the elementary grades; and develops socio-emotional skills:

N/A

Describe the student assessment data that will be examined for the preschool and kindergarten classes that inform continuous improvement and next-grade readiness:

N/A

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 031913

Amendment # (for amendments only):

**Statutory Requirement 15: Screening and Selecting Staff**

Applicants proposing a **TURNAROUND** model must measure the effectiveness of staff to work in the turnaround environment. In screening all existing staff, no more than 50% may be rehired to work in the turnaround model. Please review the description of requirements for educator screening and selecting staff under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe process for screening all staff that existed prior to implementation of the turnaround model, including the criteria for best-fit in the turnaround model:	N/A
Indicate the number of existing staff rehired for work in the turnaround model implementation:	N/A
Describe process for selecting new staff, including the criteria for best-fit in the turnaround model:	N/A
Indicate the number of new staff hired for work in the turnaround model implementation:	N/A
Indicate the start date for the new turnaround implementation staff, including rehires and new hires:	N/A

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 031913

Amendment # (for amendments only):

**Statutory Requirement 16: New Governance Structure/Turnaround Office**

Applicants proposing a **TURNAROUND** model must adopt a new campus governance structure in which the school may report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports to LEA executive leadership, or enter into a multi-year contract with the LEA for added flexibility in exchange for greater accountability. Please review the description of requirements for new governance structure under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall describe the new governance structures planned in the space below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 031913

Amendment # (for amendments only):

**Statutory Requirement 17: Whole-School Reform Model Developer**

Applicants proposing the **WHOLE-SCHOOL REFORM** model must implement an evidence-based model in partnership with a whole-school reform model developer. Please review the description of requirements under the Whole-School Reform model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Whole-School Reform model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name the model developer with whom you will partner to implement the whole-school reform:

N/A

Describe the record of success the model developer has shown in implementing whole-school reform strategies:

N/A

Name and describe the study/studies examined that support the efficacy of the model selected.

Include information about the study's sample size and multi-site sampling.

Include key findings showing impact on student achievement.

Additionally, provide citations for the study publications.

N/A

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County-district number or vendor ID: 031913

Amendment # (for amendments only):

**Statutory Requirement 18: Operations under a Charter School Operator, CMO or EMO.**

Applicants proposing a **RESTART** model must convert or reopen the school under a charter school operator, charter management organization (CMO), or education management organization (EMO); using a rigorous review process to select a provider who will restart the organization. Please review the description of requirements under the Restart model in Schedule #2 Provisions and Assurances.

In the space below, these applicants shall describe the rigorous process to be used to select the restart organization; criteria used for selection; timeline for provider selection; and anticipated date for school reopening/conversion.

Applicants not proposing a Restart model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 031913

Amendment # (for amendments only):

**Statutory Requirement 19: Enrollment in higher achieving schools**

Applicants proposing a **CLOSURE** model must enroll students who attended the school in a higher achieving school within reasonable proximity to the closed school.

These applicants shall describe the processes, key activities, and timeline they will undertake within one year in order to transition students to a higher achieving school in the space below. Applicants not proposing a Closure model shall indicate below with "N/A".

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N/A

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 031913	Amendment # (for amendments only):
<b>TEA Program Requirement 1: Interventions and Resources to meet Model Requirements- IMPROVE THE INSTRUCTIONAL PROGRAM</b> Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.	
<ul style="list-style-type: none"> <li>List the <u>key interventions</u> the campus will implement to <i>improve the instructional program</i> in order to achieve increased academic performance.</li> <li>Provide a <u>description of grant costs</u> named in the Budget Schedules, indicating how costs will support the intervention to <i>improve the instructional program</i>.</li> </ul>	
Use Arial font, no smaller than 10 point.	

Critical Success Factor: <i>Improve the Instructional Program</i>	
Planned Intervention	Description of Grant Costs to Support Intervention (Budget Narrative)
1. Provide training for teachers in data driven instruction, data collection, analysis, and the use of data to inform planning for differentiated instruction.	Professional development cost for service provider under contracted services, teacher stipends, extra duty pay, and substitute pay, and instructional materials to support differentiated curriculum and technology resources.
2. Build Teacher capacity with content knowledge in Mathematics to facilitate achievement	Professional development cost for service provider under contracted services, teacher stipends, extra duty pay, and substitute pay and instructional materials to support differentiated curriculum and technology resources.
3. Increase access to technology in the school by procuring iPads, computers, Smart Boards, and technology tools to facilitate differentiated instruction and real life connections for student engagement.	Purchased of technology equipment, devices, and lesson presentation system to integrate web-based resources, teacher productivity tools, and software programs for interactive presentations.
4. Align curriculum, assessments, and instructional resources to support STEM and Reading Instruction.	Proposed staffing units for Dean of Instruction and STEM Facilitator will work directly with teachers to establish planning timeline, professional development for service provider under contracted services.
5. Develop curriculum alignment both vertical and horizontal Improve Student Achievement in Reading and Writing; implement a data driven reading program	Professional development cost for service provider under contracted services for training, instructional resources to support alignment, and technology resources to support reading/writing instruction and assessments.

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## Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 031913

Amendment # (for amendments only):

**TEA Program Requirement 2: Interventions and Resources to meet Model Requirements- INCREASE TEACHER QUALITY**

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

- List the key interventions the campus will implement to *increase teacher quality* in order to achieve increased academic performance.
- Provide a description of grant costs named in the Budget Schedules, indicating how costs will support the intervention to *increase teacher quality*.

Use Arial font, no smaller than 10 point.

**Critical Success Factor:*****Increase Teacher Quality*****Planned Intervention****Description of Grant Costs to Support Intervention (Budget Narrative)**

1. Implement the T-TESS teacher evaluation process and the Student Learning Objectives (SLO) processes with all teachers.

Region One Trainers, Professional development cost for service provider under contracted services, teacher stipends, extra duty pay, and substitute pay and instructional materials to support differentiated curriculum and technology resources. Teacher stipends, extra duty pay, and substitute pay and instructional materials to support differentiated curriculum and technology resources.

2. Increase the number of teachers and staff attending high-quality, job embedded professional development.

Professional development cost for service provider under contracted services, teacher stipends, extra duty pay, and substitute pay and instructional materials to support differentiated curriculum and technology resources.

3. Increase the amount of teachers using data to make instructional decisions and trained on data disaggregation for effective planning and delivery of instruction.

Professional development cost for service provider under contracted services, teacher stipends, extra duty pay, and substitute pay and instructional materials to support differentiated curriculum and technology resources.

4. Increase the percentage of teachers and staff trained on data disaggregation techniques.

Proposed staffing units for Dean of Instruction and STEM Facilitator will work directly with teachers to establish planning timeline, professional development for service provider under contracted services for data disaggregation training.

5. Develop mentor network and program to retain teachers successful in improving student achievement, including pairing with successful school with similar demographics.

Professional development services provider, mentoring organizations to sustain mentor/mentee program in order to retain successful and effective teachers. Teacher stipends, extra duty pay, substitute pay and instructional materials to support differentiated curriculum and technology resources.

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### Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 031913

Amendment # (for amendments only):

#### TEA Program Requirement 3: Interventions and Resources to meet Model Requirements- INCREASE LEADERSHIP EFFECTIVENESS

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

- List the key interventions the campus will implement to *increase leadership effectiveness* in order to achieve increased academic performance.
- Provide a description of grant costs named in the Budget Schedules, indicating how costs will support the intervention to *increase leadership effectiveness*.

Use Arial font, no smaller than 10 point.

#### Critical Success Factor: *Increase Leadership Effectiveness*

Planned Intervention		Description of Grant Costs to Support Intervention (Budget Narrative)
1.	Implement the T-TESS teacher evaluation process and the Student Learning Objectives (SLO) with all teachers.	Region One, Professional development cost for service provider under contracted services, teacher stipends, extra duty pay, and substitute pay and instructional materials to support differentiated curriculum and technology resources.
2.	Increase the number of teachers and staff attending high-quality, job embedded professional development.	Dean of Instruction, STEM Facilitator, Grant Administrator will provide professional development on grant guidelines, effective practices, and grant activities for implementing model. Teacher stipends, extra duty pay, substitute pay and instructional materials to support differentiated curriculum and technology resources.
3.	Operational flexibility for principals to determine program needs, resources and technology to address needs assessment and professional learning communities.	Professional development cost for service provider under contracted services, teacher stipends, extra duty pay, substitute pay and instructional materials to support curriculum and technology resources.
4.	Increase instructional leadership capacity of principal and data disaggregation to support teacher effectiveness.	Region One Trainers, Professional development cost for service provider under contracted services, teacher stipends, extra-duty pay, and substitute pay and instructional materials to support differentiated curriculum and technology resources.
5.	School leadership team will undergo professional coaching training to support teacher effectiveness and feedback on student growth.	Region One Trainers, Professional development cost for service provider under contracted services, teacher stipends, extra duty pay, and substitute pay and instructional materials to support differentiated curriculum and technology resources. Teacher stipends, extra duty pay, and substitute pay and instructional materials to support differentiated curriculum and technology resources.

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2016-2020 Texas Title I Priority Schools (TTIPS) Cycle 5



## Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 031913

Amendment # (for amendments only):

**TEA Program Requirement 4: Interventions and Resources to meet Model Requirements- INCREASE USE of QUALITY DATA TO INFORM INSTRUCTION**  
Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

- List the key interventions the campus will implement to *increase use of quality data* in order to achieve increased academic performance.
- Provide a description of grant costs named in the Budget Schedules, indicating how costs will support the intervention to *increase use of quality data*.

Use Arial font, no smaller than 10 point.

**Critical Success Factor:** *Increase Use of Quality Data to Inform Instruction*

	Planned Intervention	Description of Grant Costs to Support Intervention (Budget Narrative)
1.	Provide training to teachers to ensure an understanding of data collection requirements, collection procedures, and reporting processes.	Dean of Instruction, STEM Facilitator, Grant Administrator will provide professional development on data disaggregation, grant guidelines, effective practices, and required activities for implementing model. Teacher stipends, extra duty pay, substitute pay and instructional materials to support differentiated curriculum and technology resources.
2.	Teachers will be required to show links to data in instructional plans and in professional learning communities (PLCs) to ensure that data is maintained and actually used to inform planning and instruction.	Dean of Instruction and STEM Facilitator will provide job embedded professional development to teachers and staff during PLCs, Teacher stipends, extra duty pay, substitute pay and instructional materials to support differentiated curriculum and technology resources.
3.	Provide DMAC Training on data disaggregation to all staff for student learning objectives and interventions planning.	Region One, Professional development cost for service provider under contracted services, teacher stipends, extra duty pay, and substitute pay and instructional materials to support differentiated curriculum and technology resources.
4.	Teachers will utilize student instructional profile to conduct one-on-one conferences with students and parents that will chart progress throughout the year to ensure parents and students are aware of expectations for growth.	Principal, Dean of Instruction, STEM Facilitator, and Social worker will coordinate student/teacher/parent conferencing to address expected student learning outcomes. Professional development cost for service provider under contracted services, teacher stipends, extra duty pay, substitute pay and instructional materials to support differentiated curriculum and technology resources.
5.	Teachers will receive data binders to aid in the collection and reporting of data, dean of instruction and STEM Specialist will conduct coaching on teachers' disaggregation of data to inform instruction.	Dean of Instruction and STEM Facilitator will provide job embedded professional development to teachers during PLCs, Teacher stipends, extra duty pay, substitute pay and instructional material needed to support differentiated curriculum, data disaggregation and technology resources.

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2016-2020 Texas Title I Priority Schools (TTIPS) Cycle 5



## Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 031913

Amendment # (for amendments only):

**TEA Program Requirement 5: Interventions and Resources to meet Model Requirements- INCREASE LEARNING TIME**

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

- List the key interventions the campus will implement to *increase learning time* in order to achieve increased academic performance.
- Provide a description of grant costs named in the Budget Schedules, indicating how costs will support the intervention to *increase learning time*.

Use Arial font, no smaller than 10 point.

**Critical Success Factor: Increase Learning Time****Planned Intervention****Description of Grant Costs to Support Intervention (Budget Narrative)**

1.	Increase learning time through extended day for an hour, Saturday Academies, Holiday Camps, and teachers will be compensated,	Professional development under contracted services, teacher stipends, extra-duty pay, substitute pay and instructional materials to support differentiated curriculum/instruction and technology resources for extended day and Saturday Academies.
2.	Utilize online learning platforms for students to access at any time and at home to allow additional practice on student expectations not previously mastered and/or conceptual refinement.	Professional development cost for service provider under contracted services, teacher stipends, extra duty pay, and substitute pay and instructional materials to support differentiated curriculum and technology resources. Teacher stipends, extra duty pay, and substitute pay and instructional materials to support differentiated curriculum and technology resources.
3.	Implement attendance requirements for teachers to increase instructional time, and hold teachers accountable for attendance based on standards by district, the reporting procedures set by campus guidelines.	Principal, Social worker, and Grant Administrator will work with staff establish plan for teacher stipends, extra duty pay, and instructional/technology materials to support model attendance expectations.
4.	Adjust master to create block schedule for additional learning time for Reading instruction.	Principal and Dean of Instruction will work with staff to establish plan for teacher on instructional/technology materials to support model reading program.
5.	Develop career-orientated project based learning with cross curricular integration of core subjects.	Professional development cost for service provider under contracted services, teacher stipends, extra duty pay, and substitute pay and instructional materials to support differentiated curriculum and technology resources. Teacher stipends, extra duty pay, and substitute pay and instructional materials to support differentiated curriculum and technology resources.

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2016-2020 Texas Title I Priority Schools (TTIPS) Cycle 5

## Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 031913		Amendment # (for amendments only):
<b>TEA Program Requirement 6: Interventions and Resources to meet Model Requirements- INCREASE PARENT/COMMUNITY ENGAGEMENT</b> Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.		
<ul style="list-style-type: none"> <li>List the <u>key interventions</u> the campus will implement to <i>increase parent/community engagement</i> in order to achieve increased academic performance.</li> <li>Provide a <u>description of grant costs</u> named in the Budget Schedules, indicating how costs will support the intervention for <i>parent/community engagement</i>.</li> </ul>		
Use Arial font, no smaller than 10 point.		
<b>Critical Success Factor:</b>	<b>Increase Parent/Community Engagement</b>	
<b>Planned Intervention</b>	<b>Description of Grant Costs to Support Intervention (Budget Narrative)</b>	
1. Increase the number of partnerships with community and social service organizations to extend support of parents.	Social worker will work with staff to coordinate, professional development on parent training,	
2. Increase the number of parents participating in school sponsored activities and organizations.	Principal, Social worker and Grant Administrator will work with staff establish planning calendar, for teacher stipends, extra duty pay, and instructional/technology materials to support model attendance expectations.	
3. Increase parental involvement through increased opportunities for input and early awareness of college and career readiness initiatives.	Social worker will coordinate with staff, students and parents to communicate and make awareness of TSI compliance, early awareness of HB5 endorsements, career and technology program and program requirements.	
4. Increase parental involvement through effective communication.	Social worker will communicate with parents and community through website, telephone system and face-to-face.	
5. Increase parental involvement through accessible community services and parental training to support student academic and social emotional success.	Principal, Counselor, and Social worker will work with parents through adult education classes to help prepare their children with social and emotional success.	

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2016-2020 Texas Title I Priority Schools (TTIDS) Cycle 5

## Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 031913		Amendment # (for amendments only):
<b>TEA Program Requirement 7: Interventions and Resources to meet Model Requirements- IMPROVE SCHOOL CLIMATE</b>		
Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.		
<ul style="list-style-type: none"> <li>List the <u>key interventions</u> the campus will implement to <i>improve school climate</i> in order to achieve increased academic performance.</li> <li>Provide a <u>description of grant costs</u> named in the Budget Schedules, indicating how costs will support the intervention to <i>improve school climate</i>.</li> </ul>		
Use Arial font, no smaller than 10 point.		
<b>Critical Success Factor:</b>	<b>Improve School Climate</b>	
<b>Planned Intervention</b>	<b>Description of Grant Costs to Support Intervention (Budget Narrative)</b>	
1. Increase the number of students involved in campus decision making.	Principal will have student from different grade levels to become part of the Site Based Decision Making committee (SBDM), student leadership organization, and STEM Club competition (U.S. Navy SeaPerch Challenge) while building an underwater ROV as part of a science and engineering technology curriculum. Purchase of instructional materials and associated technology.	
2. Positive school wide behavior program will be implemented. Teachers will be trained.	Decrease the number of student referrals by effective communication with parents, teachers and students regarding negative behaviors.	
3. Increase attendance by providing students with positive support services.	Professional development to implement positive behavior intervention system. Teacher stipends, extra duty pay, and instructional/technology materials to support model attendance expectations	
4. Enforce school rules and clearly communicate the rewards and consequences of the Behavior Plan to ensure fair and equitable application of the school rules	The Campus Leadership Team will plan celebrations for student academic successes. They will plan whole school celebrations that include parents to recognize students who earn all A's and B's, and perfect attendance.	
5. Develop activities and programs that increase school spirit, and give students ways to express it positively through competitions.	This will increase student moral by allowing the student show their success. This will improve the school climate and create a competitive stage. Supplies and materials that do not require specific approval; Student Incentives	

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**Schedule #18—Equitable Access and Participation**

County-District Number or Vendor ID: XXXXXX

Amendment number (for amendments only):

**No Barriers**

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gender-Specific Bias**

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Cultural, Linguistic, or Economic Diversity**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: XXXXXX

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C06	Provide mentor program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: XXXXXX

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Tuancy**

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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